

CHAPTER II

RELATED OF THE STUDY

This chapter concens with some basic theories related to the study.it consists of three sections; a) Teaching English for Young Learners, b) Young Learners, c) Media, d) Kinds of media, e) Flashcard. I expect this study will give the reader a basic understanding about this thesis.

2.1 Teaching English to Young Learners

According to Brown (2007), teaching is presenting and serving some one to learn how to do something,giving knowledge , guiding in learning something, in which the purpose is to understand. The point is student will learn something new about anything including a language.

Teachning English into young learner is not easy like teaching English to adult learnerx. According to Cameron (2002), it is completely different. Teachers have to show more potential for giving the basic knowledge to the young learner. Teaching into young learner must give an extra attention for caring in learning process. It is not simple well like what researcher thought; the teacher must have sense of patien, cretive, humor, high of spirit, and become such a mother of the young learner. Cameron (2003) argues that the continuing growth of teaching teaching English to young learners bright a number of challenges. So the teacher should have known the students of young learnr's characteristics. English has spelling, language structure, stress or intonation and vocabulary. Those young learner's teacher have to use simple and clear language. The aim of that learning process is the students are able to understand and memorize the subject.

Teaching English for young learners becomes very important in recent years, therefore, it needs to conduct *English for Young Learners* as elective subject in University (Cameron, 2005). Beckman and Klinghammer (2006) state that younger learners are those from about 5-10 years of age or from Kindergarten to Grade 5. It is supported by Grant (2000, Scott and Ytreberg), there is a big difference between what children of five can do and what children often can do. It shows that the range of age of young learner is under ten years old.

Beckman and Klinghammer (2006) state that younger learners also have a shorter attention span than adult, which suggests that a variety of short activities during a class would be better than one long activity. However, as they get older, children's attention span becomes longer, their motor skills develop, and they are able to do more reading and writing.

Therefore, teaching young learners is not as simple as teaching adults. As stated by Cameron (2005), the teacher of children needs to be highly skilled to reach into children's worlds and lead them to develop their misunderstandings towards more formal, more extensive and differently organized concept. It means that the teacher needs to understand how children make sense of the world and how they learn. The teachers need skills of analyzing learning tasks using language which is more acceptable for children to convey the message. Thus, teaching English to young learner needs all the skills of the good teacher in managing children and keeping them on task, and knowledge of the language, language teaching, and language learning.

2.2 Characteristic of Young Learners

To be able to enter young learners world, the teacher should recognize their characteristic. According to Beckam and Klinghammer (2006), the following are the characteristic of younger learners :

1. Young learners need to have opportunities to physically move during class and to play.
2. As they play, they learn and practice social skills, including communication and language skills.
3. They are curious and usually willing to learn another language.
4. Because their cognitive abilities are still developing, they deal better with language as a whole, rather than with rules about language.
5. Since they are still in the stage of developing their native own rules about a second language as they use it.
6. Given that their cognitive and motor skills are still developing, they have stronger oral skills than literate skills, so this strength can be used in teaching a second language. To do so it requires a lot of repetition and clear directions.

The characteristics of young learner purposed by Cameron (2005) below.

1. They can use intonation pattern in their mother tongue.
2. They may not always understand the rules.
3. They use language skills long before they are aware of them.
4. They have very short attention and concentration span.
5. They are difficult to differentiate between the fact and the fiction.

6. They are happy in playing and working alone.
7. They understand situation more quickly than the language used.
8. They cannot decide themselves what to learn.
9. They ask questions all the time.

The characteristics above are part of young learners characteristics. Those need to be recognized by the teacher for young learners in order to be ready dealing with them in the classroom in teaching.

2.3 Media

Media in learning is an intermediate tool for convey the message from the student teacher so that students can easily understand the learning materials. Gagne (Solihatin and Raharjo, 2007: 23) defines the media as a component type in a student's environment can stimulate them to learn.

Similarly, Djamarah and Zain (2006: 120) state that the media is whatever tool that can serve as message distributors to achieve learning objective. Ibrahim and Syaodih (2003: 112) mean that media learning is something that can be used to funnel messages or the content of the lesson, stimulate thoughts, feelings of concern and ability students. While the Association of Education Technology and Communication (AECT) in America, states that learning media are all form and channels used people to channel messages/ information (Sadiman, et al, 2006: 6).

Similarly, Sadiman, (2006:7) state that media is anything that can be used to distribute message from the sender of the receiver so as to simulate the students' thought, feelings, attention, interests and interests in such a way that the process learning happens.

From several definitions of these experts, the researchers concluded that media is a tool in the form of any object that can be used as intermediaries and distributors of messages/ information to help someone in specific purpose.

2.4 Kinds of Media

The classification of the types of instructional media is mostly submitted by learning media experts, among them Asra (2007: 5.8-5.9) classify learning media into several types, namely:

- Visual media is a media that can only be seen, such as photos, pictures, flashcard and posters.
- Audio media is a medium that can only be heard just like audio, cassettes, MP3, and radio.
- Audio visual media is a media that can be viewed and heard like sound movies, video, television, and sound slides.
- Multimedia is a media that can present complete media elements such as sound, animation, video, graphics and movies.
- Media realia that is all the real media that exist in the natural environment, such as plants, rocks, water, rice fields, and so forth.

The classification of types of instructional media also expressed by Ashar (2011: 44-45), namely:

1. Visual media is the type of media used only rely on the senses of sight such as print media for example books, journals, maps, pictures, flashcard and so forth.

2. Audio media is a type of media used only rely on hearing alone, for example tape recorder, and radio.
3. Audio-visual media are movies, videos, TV programs, and so on.
4. Multimedia is a media that involves several types of media and equipment in an intergrated process or learning activities.

Based on the above explanation, it can be concluded that the learning media has several types, namely a) visual media, b) audio media, c) audio-visual, d) multimedia, and e) realia media. Each type of intruotional media has its shape and manner different presentation in audio visual learning.

2.5 Flashcard

2.5.1 Definition of Flashcard

According to Riyana (2009: 24) flashcard media is a learning media in the form of a picture card measuring 25X30 cm. Pictures made using hands or photos or using existing pictures or photos that are pasted on flash card sheets. The image on the flash card are a series of messages that are presented with a description of each image listed on the back of the card.

According to Haycraft, flashcards are the cards on which words and or picture and painted or drawn (Insaniyah, 2003:19).

2.5.2 Advantages of Flashcard

Riyana (2009:95) said the advantages of flashcard there are 4, such as:

- Easy to carry, because does not require large space and can be used anywhere.
- Flashcard is very practical, in using this media the teacher does not to have special skills.
- Easy to remember characteristics of flashcard is to present short messages on each card presented.
- Fun media in its use through games.

2.5.2 Disadvantages of Flashcard

Riyana (2009: 95) states besides the advantages it turns out this media has disadvantages, including:

- Images only emphasize the perception of the eye.
- Picture of objects that are too complex are less effective for learning activities.
- The size is very limited for large groups.

From the explanation above, it can be concluded, the flashcard have many advantages when used in teaching learning process. Flashcard has a great power in motivating the students and student can enthusiastic on learning process. Meanwhile, flashcard is easy media to help students and teacher in learning process, especially to teach the students of elementary school. Teacher can use it anytime and in anysituation when the teacher wants to teach.